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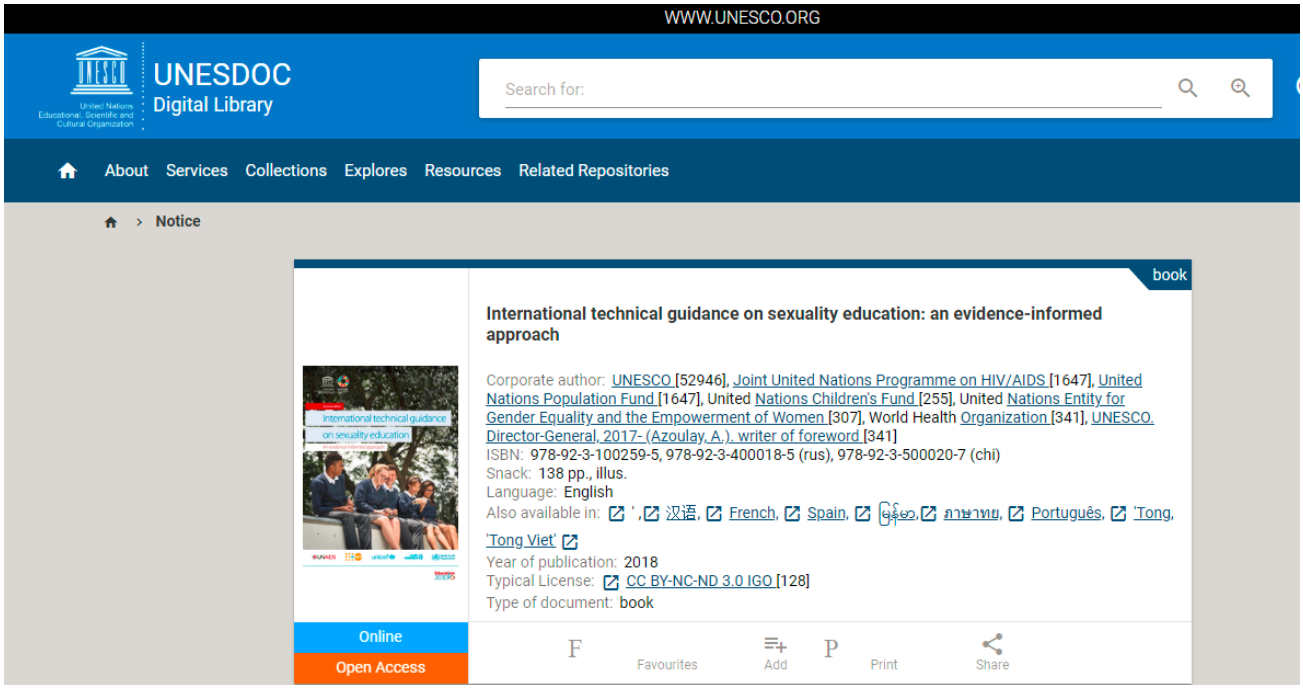
AUGUST 17, 2020 BY RONNIE

WHO/UNESCO's Pedophile And Abortion Education Agenda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book
International technical guidance on sexuality education: an evidence-informed approach
Corporate author: UNESCO [52946], Joint United Nations Programme on HIV/AIDS [1647], United Nations Population Fund [1647], United Nations Children's Fund [255], United Nations Entity for Gender Equality and the Empowerment of Women [307], World Health Organization [341], UNESCO. Director-General, 2017- (Azoulay, A.), writer of foreword [341]
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The World Health Organization publishes UNESCO's guidelines on sex-ed for minors. Many parents would consider this inappropriate to be included in the education system.

Manitoba Adopts Global Citizen Education

Grade 12 Global Issues: Citizenship and Sustainability
Learning to know
Acquire knowledge and understanding, and think critically about our complex and changing world.
Develop ecological literacy through an understanding of the interdependence of society, the environment, and the economy.
Be open to new ideas and divergent thinking.
Seek knowledge from diverse sources and perspectives.
Use creative, critical, and systems thinking to address complex questions.
Conduct focused in-depth inquiry.
Explore alternative approaches to issues without fear of challenging the status quo.
Engage in long-term thinking, and articulate a vision for a sustainable future.
Learning to do
Learn to participate effectively in local, national, and global communities.
Act responsibly towards self, others, and the environment.
Be willing to let go and give back, and to make changes so as to live sustainably.
Enduring Understandings
Take Action
Our ecological footprint is exceeding Earth's capacity to sustain biodiversity and human life.
Minimize your ecological footprint, and live more responsibly (e.g., use fewer non-renewable resources; reduce waste; limit dependence on petrochemicals; seek sustainable and ethical food choices...).
Our decisions and actions matter; they have social, environmental, economic, and political consequences.
Recognize the consequences of your decisions, and take action as a citizen for a sustainable and just future for all.
Individuals, groups, governments, and corporations have the power to effect change and the responsibility to contribute to a sustainable future.
Be an ethical decision-maker, take a stand to support quality of life for all, and challenge the unethical and the unsustainable.
The media do not provide neutral reflections of reality; they affect our decisions and actions.
Evaluate the purposes of media, critically question information sources and our responses to media, and make decisions accordingly.
A global economic system that depends upon and perpetuates unrestrained consumerism is unsustainable.
Make consumption decisions that follow ecological and ethical principles, and be respectful of nature, self, and society in your actions.
Economic and technological development has contributed greatly to society, but often with harmful human and environmental consequences.
Assess the relative value and sustainability of economic and technological developments in order to make informed decisions.
Indigenous knowledge and world views offer alternatives to prevailing assumptions about how to live with one another within the environment.
Explore indigenous perspectives to extend the boundaries of the familiar and to challenge assumptions and practices.
Political systems distribute power, privilege, and wealth in different ways, some more justly than others.
Support democratic citizenship and be vigilant about political decisions that affect social, economic, and
Learning to be
Appreciate the natural world and
ecological principles.
Be willing to contribute to the pres
future well-being of all.
Be introspective, reflective, and s
Acquire a strong sense of self-kn
and personal identity.
Accept and express multiple ident
allegiances, and influences.
Know how to be and how to live w
in shared spaces.
Learning to live tog
Learn to live peacefully with oth
care for our common homel
Respect Earth as a shared comm
up of complex and interconnected
Recognize the solidarity of all hun
and their dependence upon the pl

manitoba.education.global.issues

https://www.edu.gov.mb.ca/k12/esd/pdfs/global_issues.pdf

Although not directly related to the pedo agenda, the Province of Manitoba has implemented the "Citizenship and Sustainability" agenda into its high school curriculum.

Pedo Ben Levin Wrote Ontario curriculum

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NEWS
Child sex offender Ben Levin said himself that he was in charge of crafting Ontario sex-ed curriculum
Kathleen Wynne claims Levin had nothing to do with Ontario's new sex-ed curriculum, but Levin's own past remarks tell a different story.
Wed Mar 4, 2015 - 10:42 am EST
MUST-READS
1 Child sex offender Ben Levin said himself that he was in charge of...
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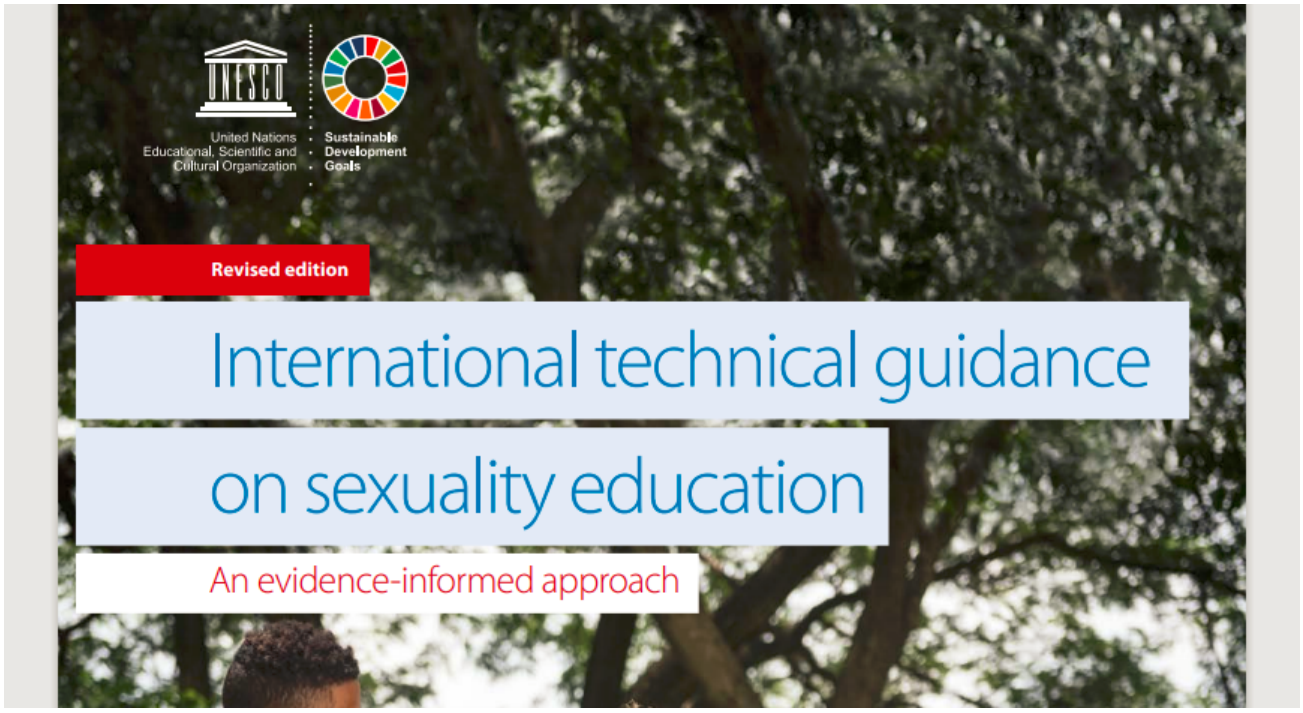
2 'Catholic' Joe Biden's running mate is the biggest anti-Catholic...
Blogs | By Steven Mosher
3 Arkansas can enforce ban on dismemberment abortions: appeals court
News | By Calvin Freiburger
4 Gorsuch's transgender ruling paving the way to destroy single-sex...
Opinion | By Jonathan Abbamonte
5 Democrat congressmen upset diplomats' report uses 'Christian-centric'...
News | By Stefano Gennarini, J.D.

Ontario's sex-ed cirriculum was written by an actual pedophile, Ben Levin, who has served time for child pornography. Current Premier Doug Ford had promised to remove it, but broke that pledge after getting elected.

Pedo Highlights From The Report



UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to ***"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."*** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

United Nations Educational, Scientific and Cultural Organization — Education Sector

Education 2030

who.unesco.sex.ed.guidelines.book

UNESCO breaks it down into 4 age ranges of children they want to target:

5 to 8 years old

9 to 12 years old

12 to 15 years old

15 to 18 years old

The information quoted below only covers the 5-8 year old recommendations. That is, aimed at children as young as 5. The older groups get much more explicit.

1.2 Friendship, Love and Romantic Relationships (contd.)
Learning objectives (5-8 years)
Key idea: There are different kinds of friendships
Learners will be able to:
▶ define a friend (knowledge);
▶ value friendships (attitudinal);
▶ Recognize that gender, disability or someone's health does not get in the way of becoming friends (attitudinal);
▶ develop a diversity of friendships (skill).
Key idea: Friendships are based on trust, sharing, respect, empathy and solidarity
Learners will be able to:
▶ describe key components of friendships (e.g. trust, sharing, respect, support, empathy and solidarity) (knowledge);
▶ propose to build friendships based on key components of friendships (attitudinal);
▶ demonstrate ways to show trust, respect, understanding, and to share with a friend (skill).
Key idea: Relationships involve different kinds of love (e.g. love between friends, love between parents, ***love between romantic partners) and love can be expressed in many different ways***
Learners will be able to:
▶ ***identify different kinds of love and ways that love can be expressed (knowledge)***;
▶ acknowledge that love can be expressed in different ways (attitudinal);
▶ express love within a friendship (skill).
Key idea: There are healthy and unhealthy relationships
Learners will be able to:

▶ list characteristics of healthy and unhealthy relationships (knowledge);
▶ ***define good touch and bad touch*** (knowledge);
▶ perceive that there are healthy and unhealthy friendships (attitudinal);
▶ develop and maintain healthy friendships (skill).

3.1 The Social Construction of Gender and Gender Norms
Learning objectives (5-8 years)
Key idea: It is important to understand the ***difference between biological sex and gender***
Learners will be able to:
▶ ***define gender and biological sex*** and describe how they are different (knowledge);
▶ reflect on how they feel about their ***biological sex and gender*** (skill).

3.3 Gender-based Violence
Learning objectives (5-8 years)
Key idea: It is important to know what GBV is and where to go for help
Learners will be able to:
▶ define GBV and recognize that it can take place in different locations (e.g. school, home or in public) (knowledge);
▶ understand that our ***ideas about gender and gender stereotypes can affect how we treat other people, including discrimination*** and violence (knowledge);
▶ acknowledge that all forms of GBV are wrong (attitude);
▶ identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing GBV, including violence in or around school (skill).

4.2 Consent, Privacy and Bodily Integrity

Learning objectives (5-8 years)

Key idea: ***Everyone has the right to decide who can touch their body, where, and in what way***

Learners will be able to:

▶ describe the meaning of 'body rights' (knowledge);

▶ identify which parts of the body are private (knowledge);

▶ recognize that everyone has 'body rights' (attitudinal);

▶ demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (e.g. say 'no', 'go away', and talk to a trusted adult) (skill);

▶ identify and describe how they would talk to a parent/guardian or trusted adult if they are feeling uncomfortable about being touched (skill).

6.1 Sexual and Reproductive Anatomy and Physiology

Learning objectives (5-8 years)

Key idea: It is important to ***know the names and functions of one's body and it is natural to be curious about them, including the sexual and reproductive organs***

Learners will be able to:

▶ identify the critical parts of the ***internal and external genitals and describe their basic function*** (knowledge);

▶ ***recognize that being curious about one's body, including the genitals, is completely normal*** (attitudinal);

▶ ***practise asking and responding to questions about body parts that they are curious about*** (skill).

Key idea: Everyone has a unique body that deserves respect, including people with disabilities

Learners will be able to:

▶ identify ways that men's, women's, boys', and girls' bodies are the same; the ways they are different; and how they can change over time (knowledge);

▶ explain that all cultures ***have different ways of seeing***

people's bodies (knowledge);

▶ acknowledge that everyone's body deserves respect, including people with disabilities (attitudinal);

▶ express things that they like about their body (skill)

6.2 Reproduction

Learning objectives (5-8 years)

Key idea: ***A pregnancy begins when an egg and sperm unite and implant in the uterus***

Learners will be able to:

▶ ***describe the process of reproduction*** – specifically that a sperm and egg must both join and then implant in the uterus for a pregnancy to begin (knowledge).

Key idea: Pregnancy generally lasts for 40 weeks and a woman's body undergoes many changes during the span of a pregnancy

Learners will be able to:

▶ ***describe the changes that a woman's body undergoes during the duration of a pregnancy*** (knowledge);

▶ express how they feel about the changes that a woman's body undergoes during pregnancy (skill).

6.3 Puberty

Learning objectives (5-8 years)

Key idea: ***Puberty is a time of physical and emotional change that happens as children grow and mature***

Learners will be able to:

▶ define puberty (knowledge);

▶ understand that growing up involves physical and emotional changes (knowledge);

▶ acknowledge that puberty is a normal and healthy part of adolescence (attitudinal).

7.1 ***Sex, Sexuality and the Sexual Life Cycle***

Learning objectives (5-8 years)
Key idea: It is natural for humans to enjoy their bodies and being close to others throughout their lives
Learners will be able to:
▶ understand that ***physical enjoyment and excitement are natural human feelings, and this can involve physical closeness*** to other people (knowledge);
▶ understand that there are many words to describe physical feelings, and some are related to showing feelings for and being close to others (knowledge);
▶ ***recognize that there are appropriate and inappropriate language and behaviours related to how we express our feelings for and closeness*** to others (attitudinal).

7.2 ***Sexual Behaviour and Sexual Response*** (contd.)
Learning objectives (5-8 years)
Key idea: People can show love for other people through touching and intimacy
Learners will be able to:
▶ state that people show ***love and care for other people in different ways, including kissing, hugging, touching, and sometimes through sexual behaviours*** (knowledge).
Key idea: Children should understand what is and what is not appropriate touching
Learners will be able to:
▶ define 'good touch' and 'bad touch' (knowledge);
▶ recognize that there are some ways of touching children that are bad (attitudinal);
▶ demonstrate what

8.1 Pregnancy and Pregnancy Prevention (contd.)
Learning objectives (5-8 years)
Key idea: ***Pregnancy is a natural biological process and can be planned***

Learners will be able to:
▶ recall that pregnancy begins when egg and sperm unite and implant in the uterus (knowledge);
▶ explain that ***pregnancy and reproduction are natural biological process, and that people can plan when to get pregnant*** (knowledge);
▶ explain that all children should be wanted, cared for and loved (attitude);
▶ recognise that not all couples have children (knowledge).

8.2 HIV and AIDS Stigma, Treatment, Care and Support (contd.)
Learning objectives (5-8 years)
Key idea: People living with HIV have equal rights and live productive lives
Learners will be able to:
▶ state that with the right care, treatment and support, people living with HIV are able to live fully productive lives and to have their own children if they wish to (knowledge);
▶ ***recognize that people living with HIV have the right to equal love, respect, care and support (and timely treatment) as everyone (attitudinal).***
Key idea: There are effective medical treatments that can help people living with HIV
Learners will be able to:
▶ state that there are effective medical treatments that, with care, respect and support, people living with HIV can now take to manage their condition (knowledge).

Keep in mind, these are the guidelines for children from 5 to 8 years old. The older age brackets get far more explicit and detailed. Many people will find this very inappropriate.

Attempting To Deflect Criticism

CSE goes against our culture or religion

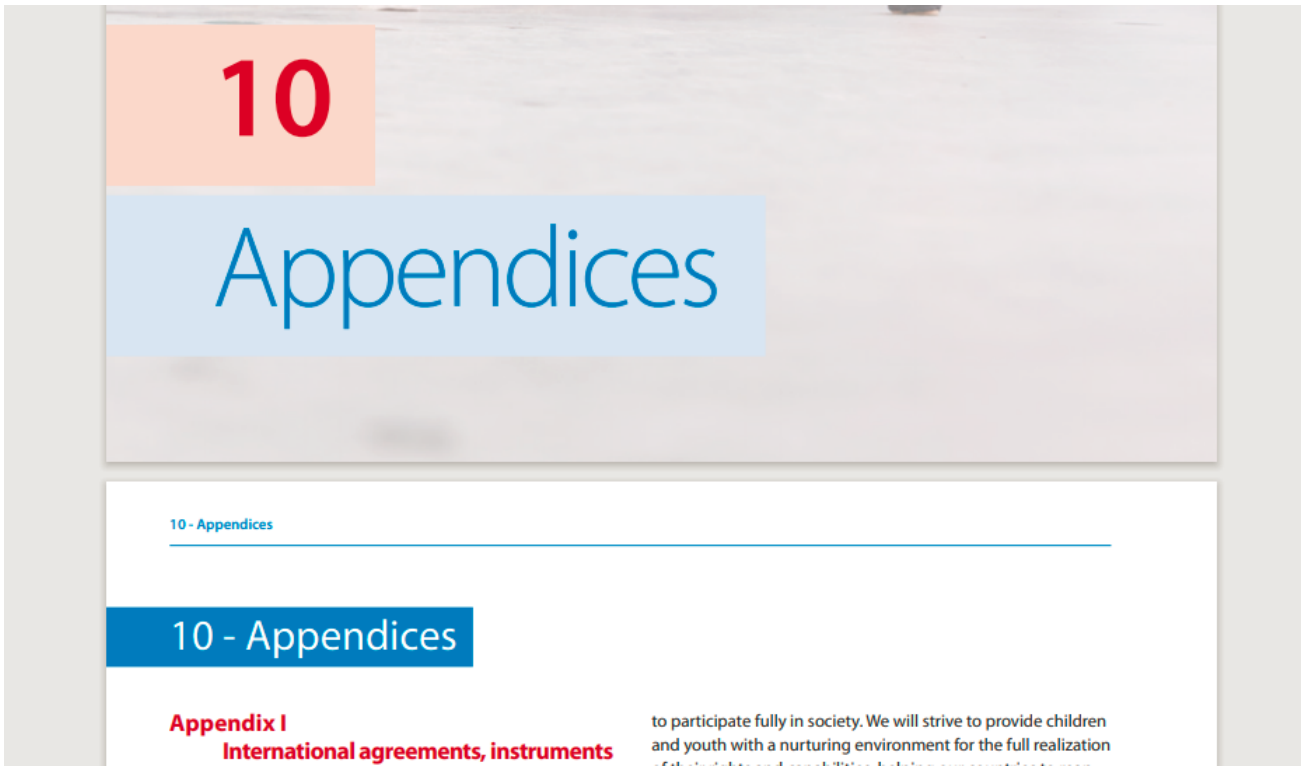
▶️ The Guidance stresses the need to engage and build support among the custodians of culture in a given community, in order to adapt the content to the local cultural context. Key stakeholders, including religious leaders, can assist programme developers and providers to engage with the key values central to the relevant religions and cultures, as people's religious beliefs will inform what they do with the knowledge they possess. The Guidance also highlights the need to reflect on and address negative social norms and harmful practices that are not in line with human rights or that increase vulnerabilty and risk, especially for girls and young women or other marginalized populations

Sexuality education should promote positive values and responsibility

▶️ The Guidance supports a ***rights-based approach that emphasizes values such as respect, acceptance, equality, empathy, responsibility and reciprocity as inextricably linked to universal human rights***. It is essential to include a focus on values and responsibility within a comprehensive approach to sexuality education. CSE fosters opportunities for learners to assess and clarify their own values and attitudes regarding a range of topics.

In short, "acceptance and tolerance" is promoted more than morality, or parental choice are. Some strange priorities to have.

Abortion Agenda In Full View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Appendices
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Appendix I
International agreements, instruments
to participate fully in society. We will strive to provide children
and youth with a nurturing environment for the full realization

From: Committee on the Rights of the Child CRC/C/GC/20, General comment No. 20) on the implementation of the rights of the child during adolescence 2016 (from page 119 in report)

59. The Committee urges States to adopt comprehensive gender and sexuality-sensitive sexual and ***reproductive health policies for adolescents***, emphasizing that unequal access by adolescents to such information, commodities and services amounts to discrimination. ***Lack of access to such services contributes to adolescent girls*** being the group most at risk of dying or suffering serious or lifelong injuries in pregnancy and childbirth. ***All adolescents should have access to free, confidential, adolescent-responsive and non- discriminatory sexual and reproductive health services***, information and education, available both online and in person, including on family planning, contraception, including emergency contraception, prevention, care and treatment of sexually transmitted infections, counselling, pre-conception care, maternal health services and menstrual hygiene.

60. There should be no barriers to commodities, information and counselling on sexual and reproductive health and rights, ***such as requirements for third-party consent or authorization***. In addition, particular efforts need to be made to overcome barriers of stigma and fear experienced by, for example, adolescent girls, girls with disabilities and

lesbian, gay, bisexual, transgender and intersex adolescents, in gaining access to such services. The Committee urges States to ***decriminalize abortion to ensure that girls have access to safe abortion and post-abortion services***, review legislation with a view to guaranteeing ***the best interests of pregnant adolescents*** and ensure that ***their views are always heard and respected in abortion-related decisions***.

61. Age-appropriate, comprehensive and inclusive sexual and reproductive health education, based on scientific evidence and human rights standards and developed with adolescents, should be part of the mandatory school curriculum and reach out-of-school adolescents. ***Attention should be given to gender equality, sexual diversity, sexual and reproductive health rights, responsible parenthood and sexual behaviour and violence prevention, as well as to preventing early pregnancy and sexually transmitted infections***. Information should be available in alternative formats to ***ensure accessibility to all adolescents***, especially adolescents with disabilities.

UNESCO, which the World Health Organization promotes, encourages states to develop policies regarding the pregnancies (and possible abortions), of adolescent girls.

Interestingly, the WHO defines an adolescent as anyone between 10 and 19 years of age. In short, this is about calling for abortion and pregnancy rights for children.

It's worth pointing out that International Planned Parenthood contributed 4 research papers to this 2018 UNESCO report. See "Important Links" above.

UNESCO: Sex In The Digital Space

switched-on-conference-flyer-programme-en

Planned Parenthood is a major sponsor of this conference. It takes place in February 2020, just before this "pandemic" was declared. It's almost as if the whole thing was planned to beef up cyber sex.

WHO/UNESCO Pushing Agenda On Children

How is this a good thing? By pushing sex-ed onto younger and younger children, these groups are able to make this seem normal. Children of this age should not be exposed to this type of information.

(1) https://www.who.int/reproductivehealth/publications/technical-guidance-sexuality-education/en/
(2) https://unesdoc.unesco.org/ark:/48223/pf0000260770
(3) https://unesdoc.unesco.org/ark:/48223/pf0000232993
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(6) https://en.unesco.org/events/switched-sexuality-education-digital-space
(7) https://en.unesco.org/sites/default/files/switched-on-conference-flyer-programme-en.pdf

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international.planned.parenthood.3.right.to.know
international.planned.parenthood.4.access.to.services.

ABORTION, CANADA, EDUCATION, GLOBALISM, LGBTQ, TRAFFICKING, SMUGGLING, CHILD EXPLOITATION, UN/WHO